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ABSTRACT

This book provides 14 readings on issues in the education of gifted and talented students from culturally or linguistically diverse populations. Its overall theme is the insoluble and reciprocal dependence of excellence and equity in education. Chapters include: (1) "Framing an Historical Context for the Education of Culturally and Linguistically Diverse Students with Gifted Potential: 1850s to 1980s" (Eva I. Diaz); (2) "Framing a Contemporary Context for the Education of Culturally and Linguistically Diverse Students with Gifted Potential: 1990s to the Present" (Eva I. Diaz); (3) "Advanced Cognitive Development and Bilingualism: Methodological Flaws and Suggestions for Measuring First- and Second-Language Proficiency, Language Dominance, and Intelligence in Minority Children" (Virginia Gonzalez); (4) "Voice and Validation: Creativity and Bilingualism" (Jo Ann Robisbeaux and Mary M. Banbury); (5) "Renavigating the Waters: The Identification and Assessment of Culturally and Linguistically Diverse Students for Gifted and Talented Education" (Jaime A. Castellano); (6) "Gifted Education Program Options: Connections to English-Language Learners" (Jaime A. Castellano); (7) "Addressing the Curriculum, Instruction, and Assessment Needs of the Gifted Bilingual/Bicultural Student" (A. Jim Granada); (8) "The Intersection of Language, High Potential, and Culture in Gifted English as a Second Language Students" (Jo Ann Robisbeaux); (9) "The Schoolwide Enrichment Model: Promoting Diversity and Excellence in Gifted Education" (Valentina I. Kloosterman); (10) "Portraits of Success Programs that Work" (Nilda Aguirre and Norma E. Hernandez); (11) "Programming for Identification: Young, Gifted English-Language Learners" (Rosa Isela Perez); (12) "Recruiting Teachers for Bilingual Gifted and Talented Programs" (Ernesto M. Bernal); (13) "A Parent-Family Involvement Model To Serve Gifted Hispanic English-Language Learners in Urban Public School Settings" (Rosina M. Gallagher); (14) "Educational Policy and Gifted/Talented, Linguistically Diverse Students" (Beverly F. Irby and Rafael Lara-Alecio; and (15) "Research Directions for Bilingual Gifted Education" (Jaime H. Garcia). (Individual chapters contain references.) (DB)

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